



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Midyear baseline assessment

English First Additional Language Grades 3

Background and rationale

1. On Monday evening, 23 March, our President addressed the nation and declared a national lock down as from midnight on Thursday, 26 March till midnight Thursday, 16 April. This was later extended as the impact of the pandemic became more severe.
2. Schools have been closed from 18 March up until June and later for some grades. This has resulted in the call for extraordinary measures to support our teachers, learners and parents in terms of curriculum delivery.
3. The current context of the COVID -19 pandemic and the lockdown has created a unique situation with huge challenges calling for resilience, and creative and constructive responses
4. The COVID 19 reality requires new ways to ensure that teaching and learning continues where contact time and distancing requirements are very different from the past.
5. As professional educators it is our collective responsibility to take on this challenge to implement an effective teaching, learning and assessment program to minimize the negative impact caused by this disruption.
6. In First Additional Language we are proposing that all Grade 3 learners are subjected to a brief midyear baseline assessment on their return to school in order to establish their current level of functioning in respect of core functional skills as detailed in the CAPS curriculum
7. This midyear baseline assessment guideline has been developed as a guide for teachers to complete a brief midyear assessment of learners in Gr 3 to establish their current level of functioning in terms of core functional skills pertaining to First Additional Language.

Instructions for completing the midyear baseline assessment:

1. The assessment should be completed as quickly as possible so that formal teaching may resume.
2. The assessment should take a maximum of two days to complete.
3. The aim of the assessment is for teachers to use formative assessment procedures to gauge how well their learners are doing in First Additional Language so as to inform their teaching. I.e. This implies that teaching should continue during this time and teachers should use observation and informed judgment to evaluate the levels that learners are functioning on.
4. Teachers must analyze the data received from the midyear baseline assessment and ensure that the valuable information gained from this informs their teaching. I.e. Ability groups for reading should be re-established if need be.
5. Teachers may decide how far to extend their midyear baseline assessment based on the particular context of their schools. i.e. You may choose to select only Term 1 content to revise or Term 2 or a combination of both terms.
6. Teachers may use a selection of one or two of the exemplar activities to assist them in this process or they may use their own activities to fulfill the purposes of the baseline assessment. Activities in the DBE books are also a good source for activities.
7. Graded readers and DBE workbooks may also be used as resources to assist in this process.

The midyear baseline assessment consists of the following:

1. List of core concepts for Grade 3 for Term 1 and 2.
2. Teacher checklists for Gr. 3.
3. Examples of learner activities for Gr. 3.

KEY CONCEPTS TERM 1 ENGLISH FIRST ADDITIONAL LANGUAGE	
Grade 3	
LISTENING AND SPEAKING	<ul style="list-style-type: none"> Listens to a non-fiction text such as a factual recount or information report and answers comprehension questions orally
	<ul style="list-style-type: none"> Gives a simple oral summary of 3 or 4 sentences of a non-fiction text
	<ul style="list-style-type: none"> Demonstrates understanding of oral vocabulary by pointing to objects in the classroom or in a picture in response to questions/instructions from the teacher, for example, 'What's that?' 'Point to the elephant's tusks.'
PHONICS	<ul style="list-style-type: none"> Identifies letter-sound relationships of all single letters, recognising differences in pronunciation between Home and First Additional Language
	<ul style="list-style-type: none"> Recognises consonant digraphs ('sh', 'ch', 'th', 'wh') at the beginning of a word (e.g. sh-ip, ch-ip, th-in, wh-en)
	<ul style="list-style-type: none"> Recognises consonant digraphs ('sh', 'ch', 'th') at the end of a word (e.g. fi-sh, ri-ch, wi-th)
READING	<ul style="list-style-type: none"> Word recognition of sight words: Assess word recognition (50-60 words)
	<ul style="list-style-type: none"> Assess a short reading passage (50-60 words)
	<ul style="list-style-type: none"> Uses sight words, phonics and comprehension skills to make meaning
WRITING	<ul style="list-style-type: none"> Writes and illustrates a familiar story using capital letters and full stops. (at least 3 – 5 sentences)
	<ul style="list-style-type: none"> Writes meaningful sentences in the simple present tense with some accuracy
LANGUAGE USE	<ul style="list-style-type: none"> Writes meaningful captions for pictures using the frame: there is _____. there are _____.
	<ul style="list-style-type: none"> Writes meaningful sentences using the possessive form of nouns with some accuracy

KEY CONCEPTS TERM 2 ENGLISH FIRST ADDITIONAL LANGUAGE	
Grade 3	
LISTENING AND SPEAKING	<ul style="list-style-type: none"> • Listens to a non-fiction text and answers comprehension questions orally
	<ul style="list-style-type: none"> • Gives a simple oral summary of 3 or 4 sentences of a non-fiction text
	<ul style="list-style-type: none"> • Demonstrates understanding of oral vocabulary
	<ul style="list-style-type: none"> • Listens to a story and retells it
PHONICS	<ul style="list-style-type: none"> • Recognises at least three new vowel digraphs (e.g. 'ea' as in eat, 'oa' as in boat, short 'oo' as in book etc.)
	<ul style="list-style-type: none"> • Uses consonant blends to build up and break down words (e.g. ri-ng, i-nk, bla-ck, ch-op, cl-ap)
	<ul style="list-style-type: none"> • Recognises silent 'e' in words (e.g. cake, time, hope, note)
	<ul style="list-style-type: none"> • Distinguishes between long and short vowel sounds orally as in 'boot' and 'book', 'fool' and 'full', 'kite' and 'kit'
READING	<ul style="list-style-type: none"> • Word recognition of sight words: Assess word recognition (60 -70 words)
	<ul style="list-style-type: none"> • Reads a short reading passage (60 -70 words) Demonstrates comprehension and fluency
	<ul style="list-style-type: none"> • Answers literal questions about a story or non-fiction text
WRITING	<ul style="list-style-type: none"> • Writes a paragraph of 6–8 sentences on a familiar topic
	<ul style="list-style-type: none"> • With support, writes a simple set of instructions, for example, a recipe

	KEY CONCEPTS TERM 2 ENGLISH FIRST ADDITIONAL LANGUAGE
	Grade 3
LANGUAGE USE	<ul style="list-style-type: none"> Punctuation (capital letters and full stops), Tenses, Plurals, Nouns

[illegible]

MIDYEAR BASELINE EVALUATION: GRADE 3

FIRST ADDITIONAL LANGUAGE: TERM 2 CONTENT

[illegible]

Activity exemplars

Grade 3 Term 1

Gr. 3 Listening and Speaking activities

The Corona Virus

We all feel scared when something is going on that we don't understand. We need to learn more about the Corona Virus, also called Covid 19.

"Hi kids, I am Covid 19. I'm a very small virus. I'm so small that you can't even see me. That is why I can get inside you without you even knowing. When I'm inside you, you can start to cough, get a fever and a sore throat. I can also attack your lungs and make it hard for you to breathe. Clever doctors found out that you can be safe by washing your hands, by using hand sanitizer, not going near other people, cough and sneeze into your elbow or in a tissue and by wearing a face mask.

Oh no, oh no! I must run away. Here comes the water and soap, no it's hand sanitizer! Help!"

Questions:

What is the virus' name?

How small is the virus? Can you see the virus?

What symptoms do you have when you get the virus?

How can you keep yourself safe against the virus?

COVID-19



SIGNS & SYMPTOMS



Fever



Cough



Hard to breathe

HOW CAN I PROTECT MYSELF?

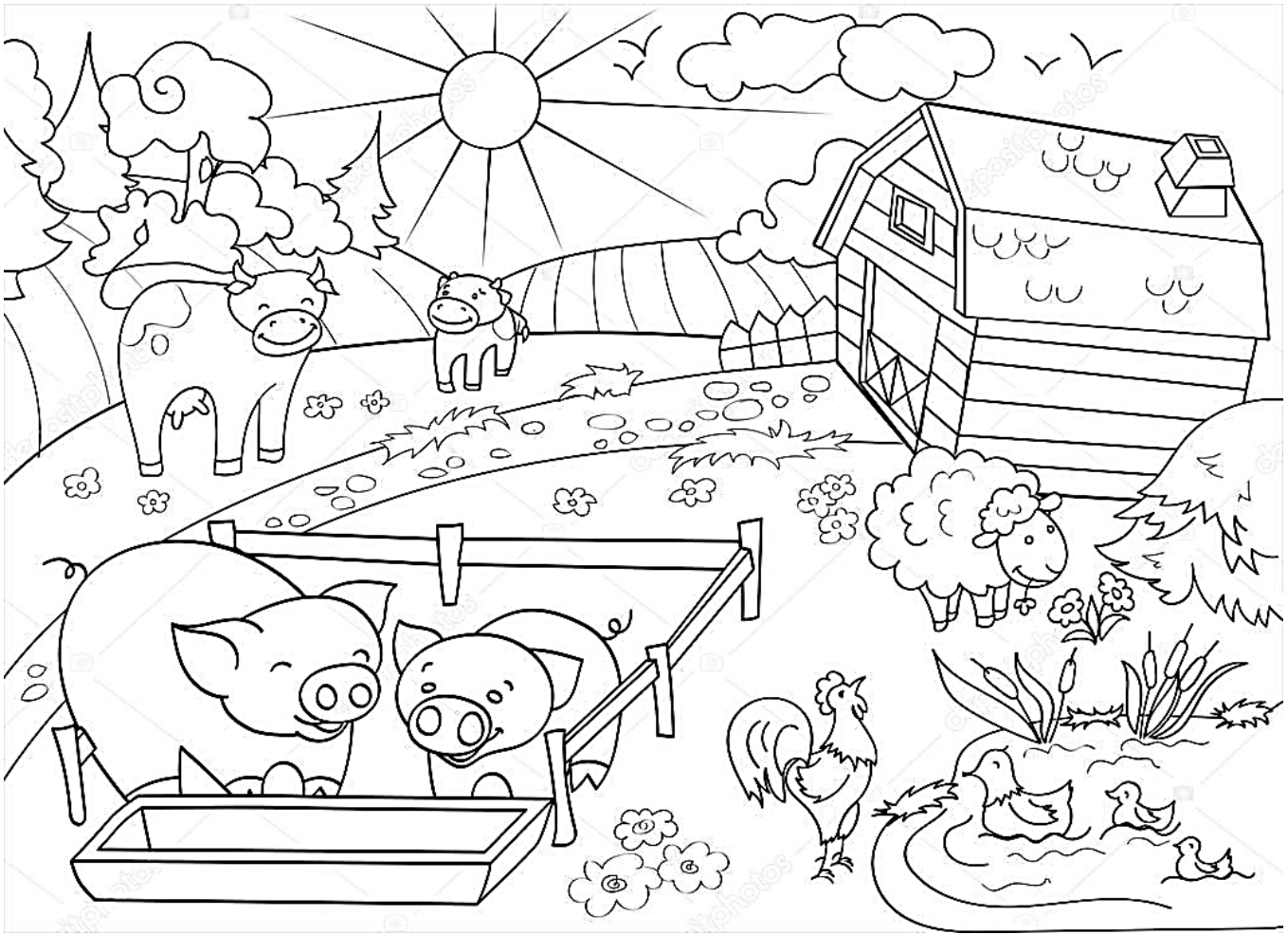
Wash your hands often with soap and water for at least 20 seconds.

Avoid touching your eyes, nose or mouth with unwashed hands.

Avoid close contact with people who are sick.



On the farm



Name two animals in the picture?

Where do all these animals live?

What do we get from a cow?

Point at the barn.

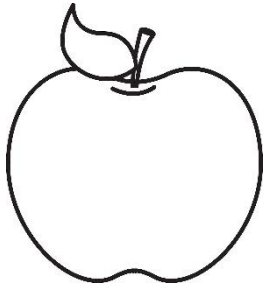
Name and describe your favourite farm animal.

Do you think these animals are happy? Why do you say so?

Gr. 3 Phonic activities Term 1

What are the names of the following pictures? Oral activity

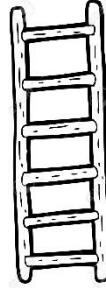
Please make sure the pronunciation is correct.



apple



umbrella



ladder



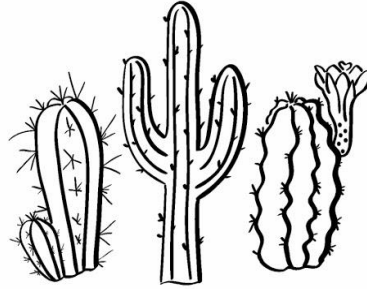
glue



jam



vase


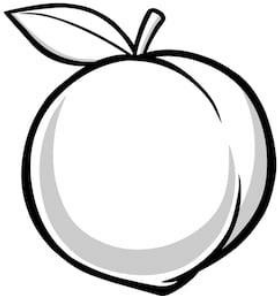
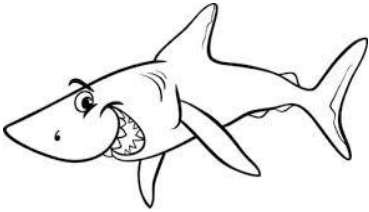
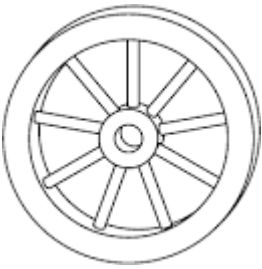
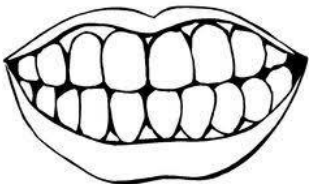





cactus



ink

Write the consonant digraph for each picture beginning or ending with ch, ph, sh, th or wh.

Gr. 3 Reading activities Term 1

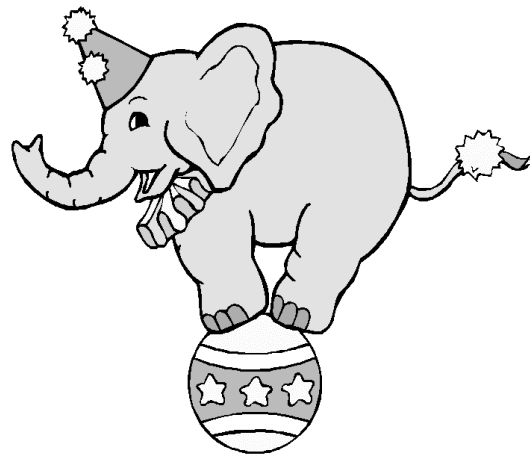
Word recognition of sight words. Use EGRA.

EGRA Chart 1

I	me	a	my	to	in	he	it
of	and	was	you	we	on	she	is
for	at	his	but	do	am	all	got
can	are	up	or	no	her	us	if
out	this	that	our	be	like	get	so
the	by	mum	now	walk	see	as	dog
saw	big	run	play	love	like	did	may
ran	run	fly	jump	car	cry	look	dad
house	baby	girl	boy	book	stop	will	home
go	sit	some	leg	come	cat	sat	bed

Assess a short reading passage:

Eddy the circus elephant



Eddy is a circus elephant. He likes to show people his tricks. People come from far to see this Superstar.

Eddy stands on one leg and can balance himself on a ball. The circus master is so proud of Eddy and takes good care of him every day. He gives him good food and lots of love. Everybody loves Eddy.

Gr. 3 Writing activities Term 1

Write a paragraph about the Corona Virus. (at least 3 to 6 sentences). Remember to start with capital letters and end with full stops.



You can use some of these words:

Covid 19	mask	wash	hand sanitizer
cough	sneeze	sad	play
stay home	miss	teacher	schoolwork

Activity exemplars

Grade 3 Term 2

Listening and Speaking activities

Give a simple oral summary of 3 or 4 sentences of a non-fiction text.

The School Trip



The children of Happy Valley went to Cape Town on a school trip by train, yesterday.

Today they are going to Robben Island. They put on their life jackets over their coats. As they go, they feel the boat bounce up and down. Tim feels sick. Poor Tim! He is seasick but he will feel fine when they are on land again.

On the way they see a whale float past. They see some dolphins playing together. They hope that they don't see a shark.

Then the boat reaches the island. There are lots of penguins on the island. The penguins run around in the foam on the beach.

Ann says, "I wish I could take a penguin home for a pet."

They buy postcards to send to their families.

Nomsa buys a postcard with a picture of a penguin.

Listens to a story and retells it.



Elephant and Friends

One day an elephant walked into the jungle to make friends.

He saw a monkey in a tree. "Will you be my friend?" asked the elephant. The monkey said, "No, you are too big. You can not swing like me."

Next, the elephant met a rabbit. He asked him to be his friend. But the rabbit said, "You are too big to play with me."

Then the elephant met a frog. "Will you be my friend? He asked. "How can I?" asked the frog. "You are too big to hop like me."

The next day, the elephant saw all the animals in the jungle

running for their lives. The elephant asked them, "What is wrong?"

"There is a tiger in the forest. He's trying to eat us!" The animals all ran away to hide.

"How can I save the animals?" the elephant wondered.

The tiger ate all the animals he could find.



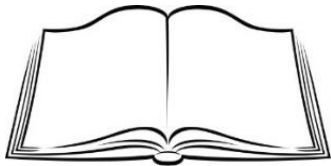
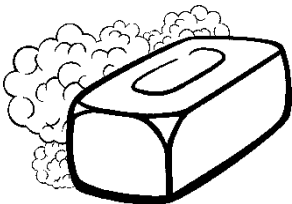
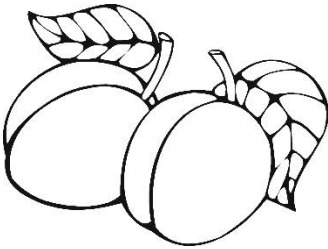
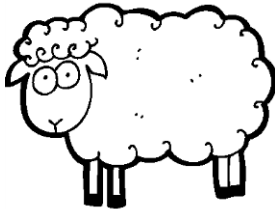
The elephant went to the tiger and said, "Please, Mr. Tiger, stop eating my friends." "Mind your own business!" said the tiger.

The elephant gave the tiger a big kick. The scared tiger ran for his life.

The elephant went back into the jungle to tell the animals the good news. All the animals thanked the elephant.

They said, "You are just the right size to be our friend."

Gr. 3 Phonic activities Term 2

		
two f____t	b____t	b____k
		
s____p	p____ches	sh____p

Circle the correct word that matches the sentence.

My mother wears a beautiful (ring/rink).



I love to wear my (black/blak) shoes.



The (chick/ckich) hatched yesterday.



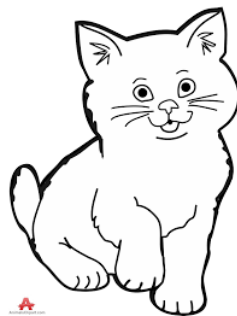
The children love to (clap/klap) their hands.



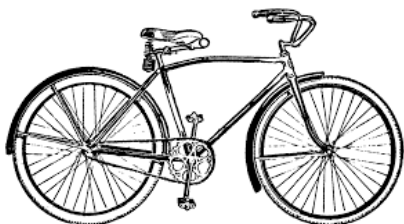
Look at the next pictures. Circle the correct words with or without the silent e.



cak / cake



cate / cat



bik / bike



gate / gat

Gr. 3 Reading activities Term 2

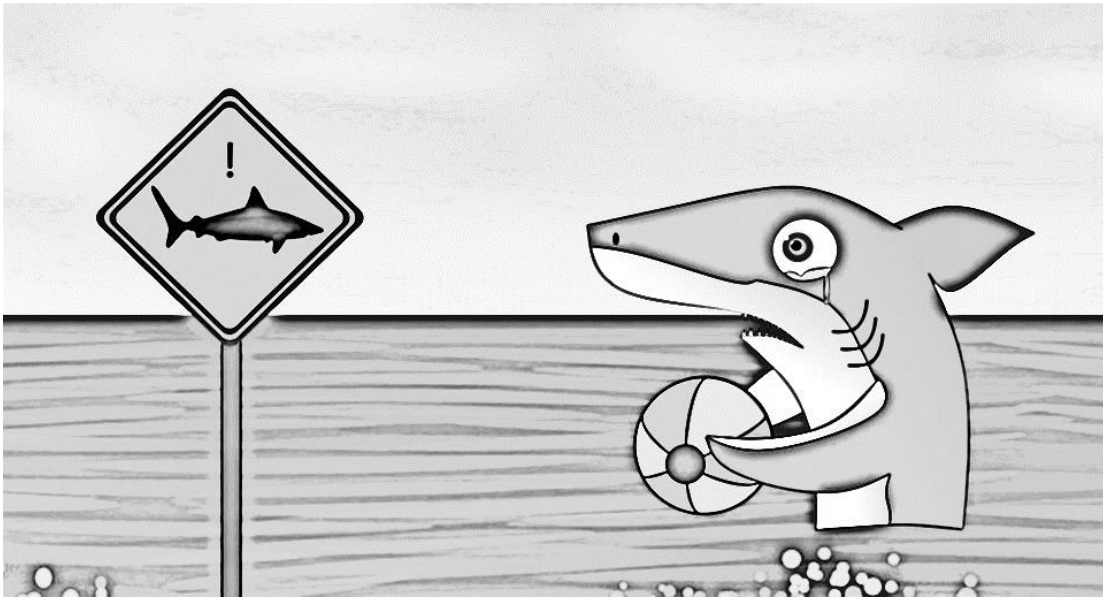
Word recognition of sight words.

EGRA Chart 1

I	me	a	my	to	in	he	it
of	and	was	you	we	on	she	is
for	at	his	but	do	am	all	got
can	are	up	or	no	her	us	if
out	this	that	our	be	like	get	so
the	by	mum	now	walk	see	as	dog
saw	big	run	play	love	like	did	may
ran	run	fly	jump	car	cry	look	dad
house	baby	girl	boy	book	stop	will	home
go	sit	some	leg	come	cat	sat	bed

EGRA Chart 2

not	let	fun	all	with	good
bad	when	top	down	live	has
him	hug	what	time	there	were
man	have	call	make	here	how
they	took	well	work	door	made
friend	had	back	your	put	night
mother	then	met	into	from	over
them	who	hen	day	give	far
going	said	tell	take	best	school
teacher	went	old	after	new	ask



Sharks

What has fins, sharp teeth, and swims in the ocean? A shark!

Sharks have lived in the oceans even before dinosaurs was on the earth! When they have babies, the babies are called pups.

Sharks lose their teeth throughout their lives. When a shark loses a tooth, a new tooth will move into its place. New teeth are always growing.

Sharks look scary, but they are not really dangerous to people. People are more dangerous to sharks, because people hunt sharks. To be safe, it is a good idea to leave sharks alone if you see them!

Questions:

1. What is the title of the story?

2. Circle the letter next to the correct answer.

- A Sharks never lose their teeth.
- B Sharks do not have teeth.
- C Sharks lose their teeth.
- D Sharks breath through their teeth.

3. Why are people dangerous to sharks?

4. What are baby sharks called? Circle the sentence that gave you the answer.

5. Use numbers 1, 2 and 3 to show the correct order of the story.

Sharks lose their teeth throughout their lives.	
People are more dangerous to sharks.	
Sharks have lived in the oceans even before dinosaurs have.	

Look at the picture and write a paragraph of 6 - 8 sentences about the picture. Remember to use the correct punctuation and spelling.



You can use some of these words:

family	grandmother	grandfather	cousins
garden	uncle	aunt	picnic

Gr. 3 Language use activities Term 2

1. Rewrite the sentences.

Fill in **one** correct punctuation mark in the following sentences.

a. the boy is not listening to his mother.

b. Jack, Will and Tom play soccer

c. What is tom doing today

2. Change the following sentences in the correct tense.

a. The wind blows outside.

Tomorrow the wind _____ outside.

b. The boy plays soccer.

Yesterday the boy _____ soccer.

3. Circle the nouns in the following sentences.

a. Peter runs around and plays with his dog.

b. She writes in her book with her pen.

4. Complete the following sentences:

Fill in is or are

a. His hands _____ dirty.

b. Her book _____ neat.

c. The flowers _____ beautiful.

d. The boy's bicycle _____ stolen.

Acknowledgements:

- DBE workbooks
- EGRA